2014-2015 Districtwide Assessments: Post-Test Focus Group

July 31, 2015

Agenda

Time	Agenda Item
1-1:20pm	Rotation 1
1:20-1:40pm	Rotation 2
1:40-2:00pm	Rotation 3
2:00-2:20pm	Come together and share out
2:20-2:30pm	Break

Group Assignments

Group 1:

Irene Holtzman
Jamila Alarcon
Janice Lewis-Samuels
Dianne Carson
Josh Bergstein
Gabrielle Montgomery
Jennifer McCormick
Talia Robinson
Morgan Hall
Aurora Steinle
Tiffany Robinson
Julia Senerchia
Anne Filer

Group 2:

Kim Riley
Maura Varley-Gutierrez
Lena Almstrom
Emily Fitzpatrick
Robert Biemesderfer
Maya Bond
Kimberly Ward
Tamara Lee
Latisha Coleman
Dan Englander
Anne Herr
Malik Lendzondzo
Nancy Brosnahan

Group 3:

Lanette Bacchus
LaRita Williams
Kristine Rigley
Lauren Marar
Jennifer Olin
Adam Bethke
Laura Berger
Hasan Zulfiqar
Josh Boots
Linda Patton
Kelli Whalen
Coddeana Maye

Topics

1. Professional Development, Training and Resources, with Nikki and Imani
2. Test Integrity and Test Security, with Jessica and Tonya
3. Test Administration Systems and Policies, with Bonnie and Tauren

Next Generation Assessment Stakeholder Meeting

July 31, 2015

Agenda

Agenda Item
PARCC Appeals Timeline
College and Career Readiness Update
PARCC Spring 2016 Test Dates
DC Science Update
Test Integrity Update
PARCC Diagnostic Tools, Fall 2015

PARCC Appeals Timeline

Tentative PARCC Appeals Timeline for LEAs

Dates	Activity
7/31 – 8/11	Small LEA working groups convene to review proposals on student growth calculations and assessment business rules – meeting times TBD
8/31-9/15	LEAs will receive file with FAY/Reporting determinations and final demographics for verification/appeal. No scores in this file.
9/15-9/28	OSSE Assessment team will gather LEA assessment points of contact for preliminary/embargoed results
10/8-10/16	Verification and appeals window for high school student, school and LEA scores
10/25	OSSE final decisions on high school appeals
11/3-11/13	Verification and appeals window for 3-8 student, school and LEA scores
11/20	OSSE final decisions on 3-8 appeals

PARCC CCR Update

PARCC College and Career Readiness Update

- You may notice a recent update on the PARCC website regarding the cut-point for "college and career ready":
  - Students who achieve at levels 4 and 5 on the final PARCC high school assessments* are *very likely* to meet the definition of college- and career-readiness, and students who achieve at Level 3 on the final PARCC high school assessments* are *likely* to meet the definition of college- and career-readiness. In order to maintain their readiness for college level work, students should continue to participate in challenging courses through high school graduation.
  - Students who achieve at levels 4 and 5 on other assessments are *very likely* to be ready (on track) for the next grade level or course, and students who achieve at Level 3 on other assessments are *likely* to be ready (on track) for the next grade level or course.

**Final high school assessments: Grade 11 English Language Arts/Literacy, Algebra II, Integrated Mathematics III*

PARCC College and Career Readiness Update

- PARCC definition needs to be validated by further research studies, but was made largely based on surveys of post-secondary educators, and benchmarking studies against ACT, SAT, NAEP, TIMSS.
- What does this mean for DC?
  - DC's definition of proficiency will be defined by the SBOE, reports will be designed by OSSE, and accountability implications will be decided by future amendments to the ESEA waiver.

PARCC Dates, Spring 2016

PARCC Spring 2016 Test Dates

- Email sent to LEA leaders and assessment contacts, will be posted on website shortly.

DC PARCC 2015-2016 Test Date Options for LEAs

Spring (Grades 3-8 and High School)

Computer:

- Option 1: 3/28 - 5/6
- Option 2: 4/4 - 5/13
- Option 3: 4/11 - 5/20

Paper:

- 3/28 – 4/29

DC Science Update

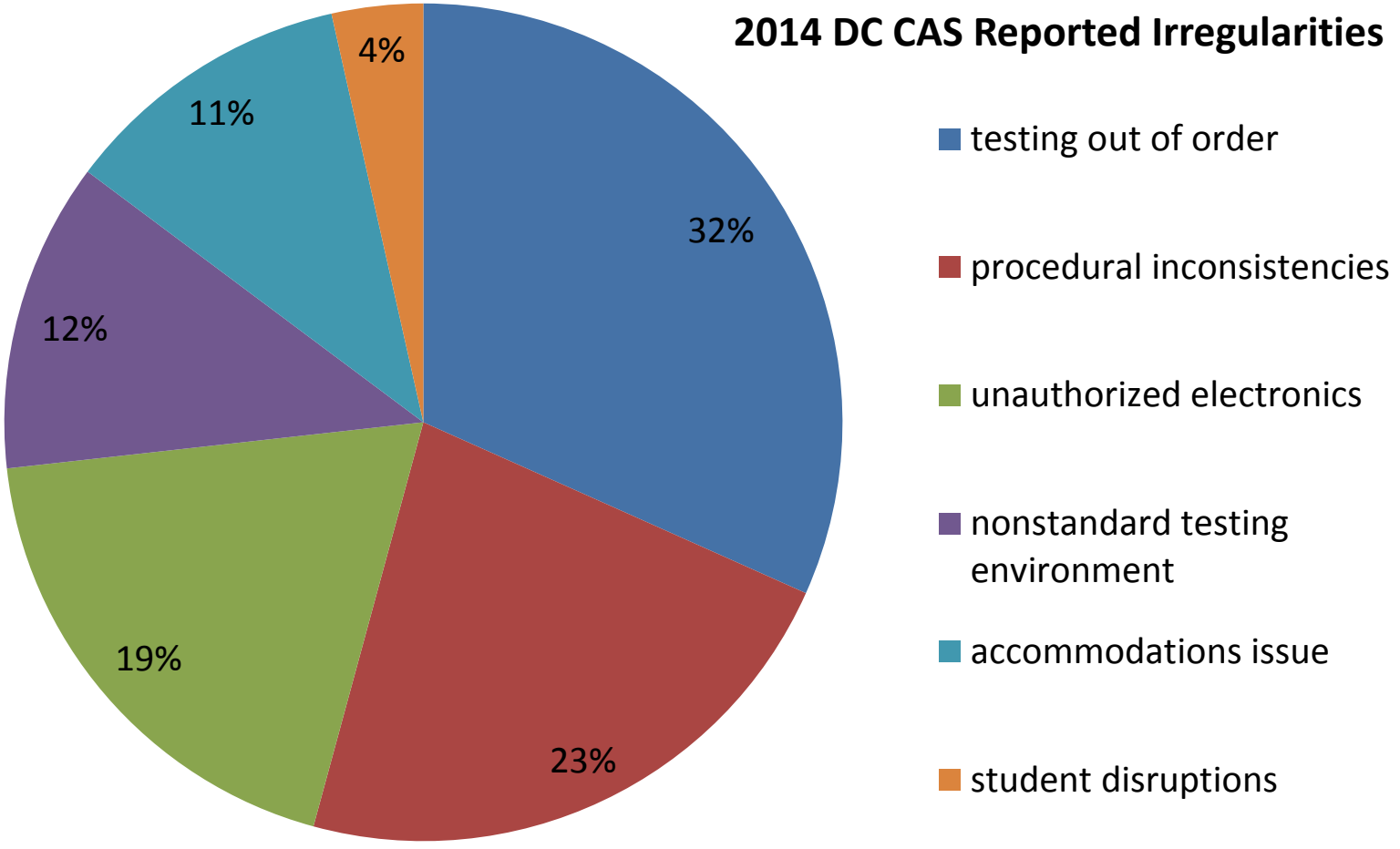
- Fall field test update
- Spring 16:
  - Shared platform with PARCC, TestNav 8
  - Feedback on dates with PARCC in mind?
- Looking at next year's design based on time on task and response data

State Test Integrity

July 2015

Program Officer, State Test Integrity Coordinator
Tonya Mead, CFE, PhD

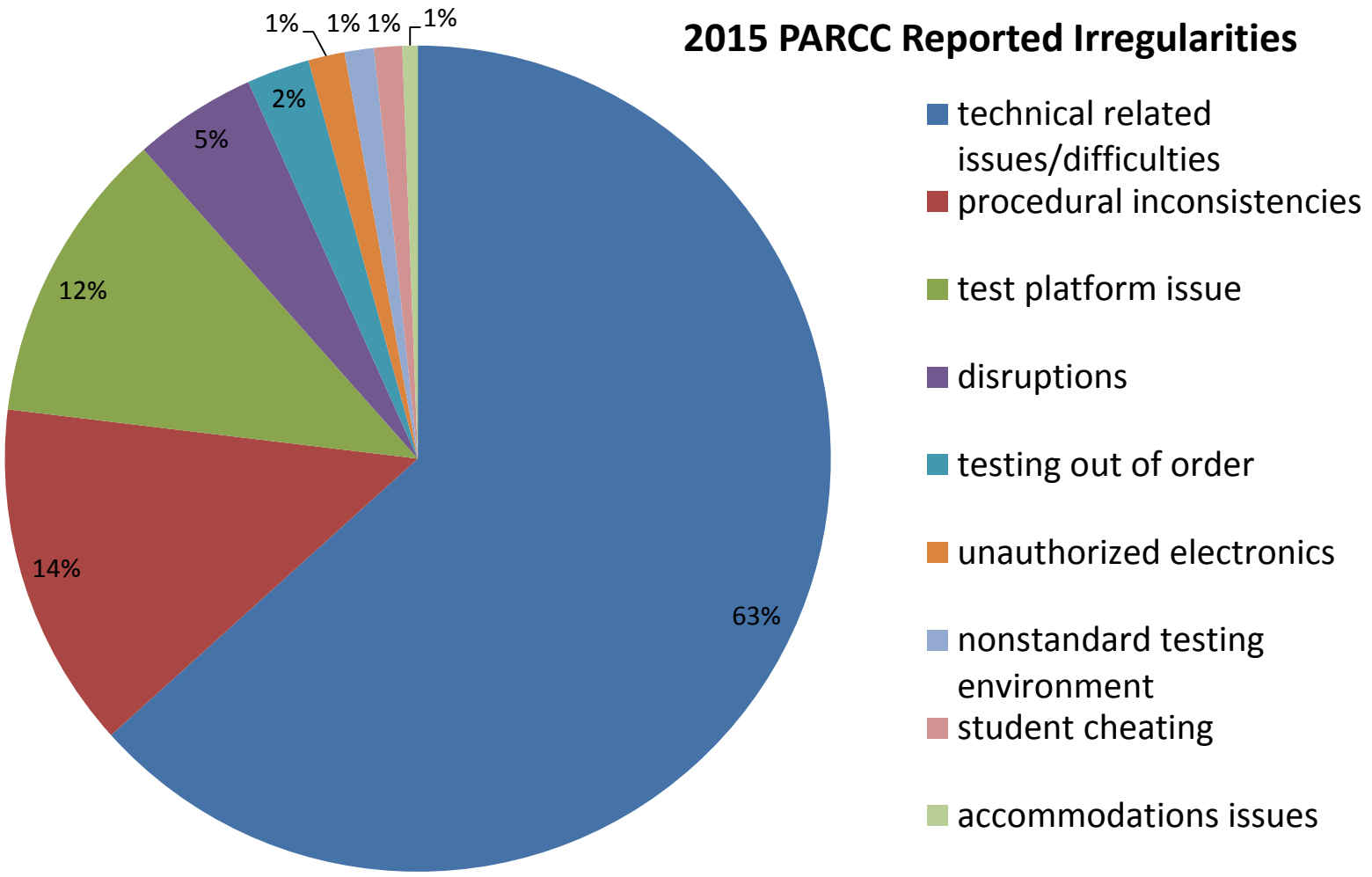
2014 Test Integrity Irregularity Reporting



Common 2014 Violations

Providing Unauthorized Test Accommodations
Individual test administrator/proctor aided student(s) during test by pointing out specific questions and by making statements regarding the accuracy of student responses on the test; allowing students to view or practice secure test items before the scheduled test; and/or failure to follow test directions
Inconsistent/inaccurate sign-in sheet for test materials
Insufficient evidence that missing materials were returned
Missing Test Security File
Unreported deviation from test security plan

Test Integrity: Looking Forward



Common 2015 Irregularities Defined

Technical Difficulties	Student log in issues, frozen screens, error messages
Procedural Inconsistencies	Inconsistent administration due to computer transition
Test Platform	Test item visibility and/or image loading issues
Disruptions	Student and/or adult disruptions, noises
Testing out of Order	Student and/or adult moving forward or going back
Unauthorized Electronics	Cell phone or computer use
Non-standard testing Environment	Bulletins
Student Cheating	Students cheating
Accommodations	Accommodations issues

OSSE Support

Pre Test Administration

- Reviewed LEA test plans and provided technical assistance
- Reviewed school test plans and provided technical assistance
- Trained over 300 LEA and school staff
- Trained 52 state level and sector monitors
- Posted one-stop anonymous tip form and test integrity resources online
- Issued Test Security Guidelines

During Test Administration

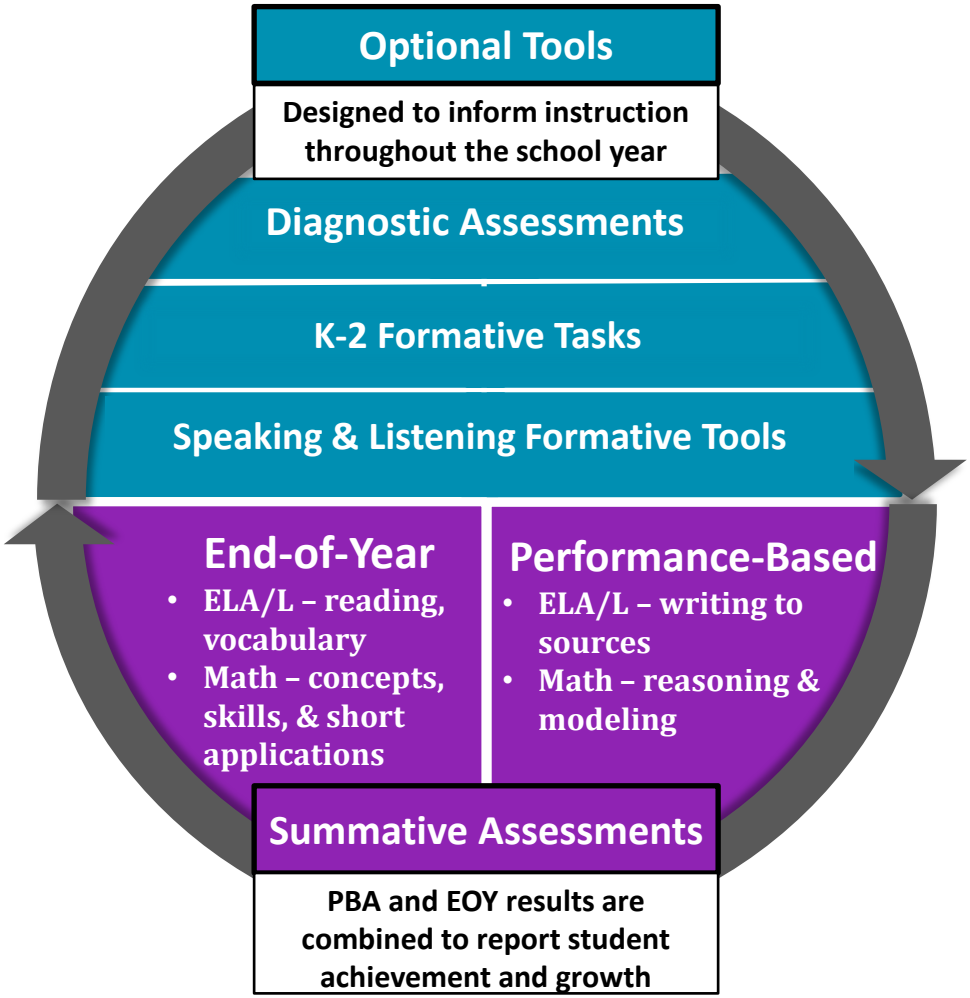
- Staffed telephone command center for rapid response to questions
- Conducted rapid on-site response to potentially critical issues

After Test Administration

- Conducted 17 targeted on-site training for schools undergoing corrective action
- Created 6 professional development modules and posted online to address chronic testing issues

PARCC Diagnostic

The PARCC Assessment System



PARCC
Partnership for Assessment of Readiness for College and Careers

PARCC Formative Tools

Diagnostic Assessments

- Grades 2-8
- Reading, Writing, Math
- Computer-based and paper-based
- Designed to pinpoint students' strengths and weaknesses

K-2 Formative Tools

- Grades K-2
- Reading and math
- Checklists, rubrics, performance tasks
- Links to interventions/enrichments

Speaking and Listening

- Grades K-12
- Performance-based activities
- Spontaneous oral response to oral prompt; share findings of research in an oral presentation

PARCC
Partnership for Assessment of Readiness for College and Careers

PARCC Diagnostics Update

- PARCC Diagnostic serves 2 Purposes:
  - Help teachers drill down on PARCC Summative Results
  - Provide information on areas not covered on the PARCC Summative (e.g., phonemic awareness, phonics, and fluency)
- Math & ELA available in Fall 2015
- Launched in Partnership Resource Center (PRC)
  (on or around September 1, 2015)
- Administration and Data are Teacher-Controlled
  (no aggregation at the state level)
- OSSE Diagnostic Tools Webinars in Fall 2015

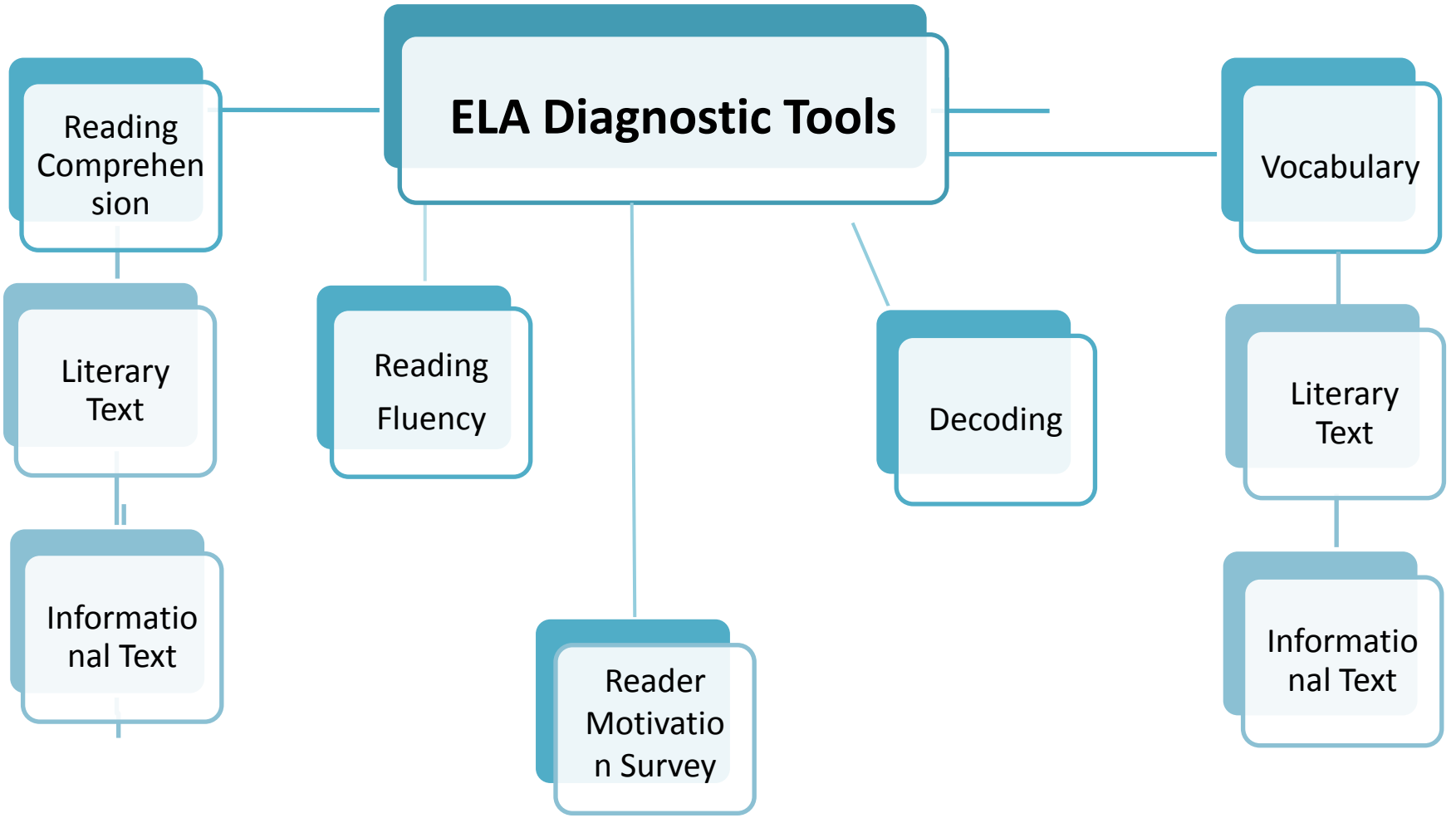
PARCC Diagnostics Update

- ELA/Literacy
  - **Comprehension**
    - Grades 2-8
    - EBSRs and 1-part items
    - 50-50 split between informational and literary texts
    - Reading standards 1-3 only
  - **Vocabulary**
    - Grades 2-8
    - EBSRs and 1-part items
    - Reading standard 4 and parts of language standards 4, 5, and 6
  - **Fluency**
    - Grades 2-8
    - Rate, accuracy, and expression
    - Paper-based 2015-16

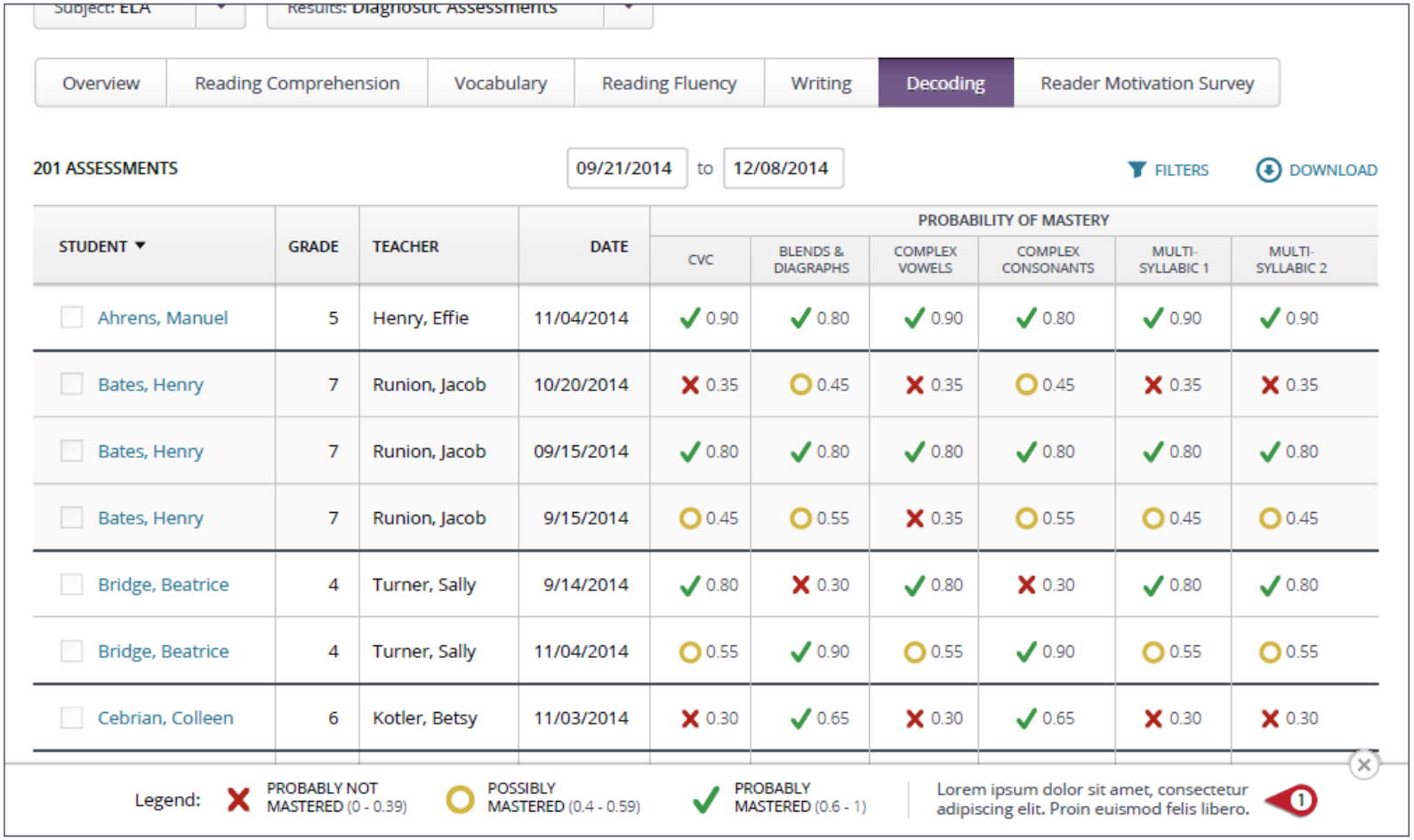
- ELA/Literacy (cond't)
  - **Decoding**
    - Grades 2-8
    - Phonemic awareness and phonics
  - **Reader Motivation Survey**
    - Grades 2-3, 4-5, and 6-8

- Mathematics
  - **Comprehension**
    - Grades 2-8
    - 49 cluster-level subtests
    - Chosen by the teacher based on instructional needs
  - **Fluency**
    - Grades 2-6
    - Time and accuracy will be included in reports

The ELA Diagnostic Components



PARCC ELA Diagnostic Report



Subject: ELA | Results: Diagnostic Assessments

Overview | Reading Comprehension | Vocabulary | Reading Fluency | Writing | **Decoding** | Reader Motivation Survey

201 ASSESSMENTS 09/21/2014 to 12/08/2014 FILTERS DOWNLOAD

STUDENT	GRADE	TEACHER	DATE	PROBABILITY OF MASTERY					
				CVC	BLENDS & DIAGRAPHS	COMPLEX VOWELS	COMPLEX CONSONANTS	MULTI-SYLLABIC 1	MULTI-SYLLABIC 2
Ahrens, Manuel	5	Henry, Effie	11/04/2014	✓ 0.90	✓ 0.80	✓ 0.90	✓ 0.80	✓ 0.90	✓ 0.90
Bates, Henry	7	Runion, Jacob	10/20/2014	✗ 0.35	○ 0.45	✗ 0.35	○ 0.45	✗ 0.35	✗ 0.35
Bates, Henry	7	Runion, Jacob	09/15/2014	✓ 0.80	✓ 0.80	✓ 0.80	✓ 0.80	✓ 0.80	✓ 0.80
Bates, Henry	7	Runion, Jacob	9/15/2014	○ 0.45	○ 0.55	✗ 0.35	○ 0.55	○ 0.45	○ 0.45
Bridge, Beatrice	4	Turner, Sally	9/14/2014	✓ 0.80	✗ 0.30	✓ 0.80	✗ 0.30	✓ 0.80	✓ 0.80
Bridge, Beatrice	4	Turner, Sally	11/04/2014	○ 0.55	✓ 0.90	○ 0.55	✓ 0.90	○ 0.55	○ 0.55
Cebrian, Colleen	6	Kotler, Betsy	11/03/2014	✗ 0.30	✓ 0.65	✗ 0.30	✓ 0.65	✗ 0.30	✗ 0.30

Legend: ✗ PROBABLY NOT MASTERED (0 - 0.39) ○ POSSIBLY MASTERED (0.4 - 0.59) ✓ PROBABLY MASTERED (0.6 - 1)

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin euismod felis libero. 1

1) Footnote explaining probability values.

PARCC Diagnostic Math Comp Report

7.EE.A: Use properties of operations to generate equivalent expressions.			
Evidence Statement	**# of Correct Items**	**Total # of Items**	**Percent Correct**
7.EE.1: Apply properties of operations as strategies to add… and expand linear expressions with rational coefficients.	5	5	100%
7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem…	3	5	60%
OVERALL SCORE	**8**	**10**	**80%**

PARCC Diagnostic Math Fluency Report

Grade 2 – Add within 100		
Subskill	**# Correct/Total #**	**Total Time**
2 digit + 1 digit	**5/5**	**1.0 min.**
2 digit + 2 digit (no regroup)	**5/5**	**1.2 min.**
2 digit + 2 digit (regroup)	**2/5**	**1.8 min.**
Overall Score	**12/15 (80%)**	**4.0 min.**

PARCC K-2 Formative Tasks Update

- ELA & Mathematics – 16 Tasks Each
  - 6 Kindergarten Tasks
  - 6 Grade 1 Tasks
  - 4 Grade 2 Tasks
- Engaging Instructional Tasks
- Observational Checklists
- Tasks Complete by September 1, 2015
- Launched in Partnership Resource Center (PRC)
  (on or around September 1, 2015)
- OSSE Formative Task Webinars in Fall 2015

PARCC K-2 Formative Tasks Update

THE EQUALITY GAME

Overview

Purpose
This instructional task helps students in developing their understanding of the meaning of the equal sign, and in determining if equations involving addition and subtraction are true or false. Observation notes help teachers gain specific information about students' understanding and performance, in order to guide instruction effectively.

Grade Level
Grade 1

Task Format
- Partner game (2 students); modeled whole class
- Played over a series of 3–5 days
- Exit Ticket – Individual; completed as a culminating activity following the completion of playing over a series of 3–5 days

Materials Needed
For each student
- 1 Student Exit Ticket, provided below

For each pair of students
- 1 game sheet (either A, B, or C)
- 2 pencils

Prerequisite Concepts/Skills
- Distinguishing when a concrete representation of two sets of quantities is the same or different
- Comparing quantities using informal language, such as "is more than," "is less than," or "is the same as"
- Familiarity with symbolic represent

Content Standards Addressed in This Task

1.OA.D.7
Understand the meaning of the equal
addition and subtraction are true or f
equations are true and which are fals
5 + 2

Standards for Mathematical Practice Embedded

MP2 **Reason abstractly and quantitatively.**
Students reason abstractly and quantitatively whe
sentence that compares two quantities represente

MP3 **Construct viable arguments and critique the reas**

- Engaging Instructional Tasks
- Observational Checklists
- High-Tech Solution
  (tablet-based administration)

Student Name	Observations of Student

Possible Individual Student Observations

MAKING MEANING
- A. Student makes no relevant observations about the Story Card.
- B. Student independently observes that there are missing pieces of information (blanks) in each story.

STRATEGIES
- C. Student makes little to no attempt to correctly fill in the blank spaces of the word problem.
- D. Student attempts to fill in the blank spaces of the word problem, but at least one missing piece of information does not correctly match the constraints set in the blank space.
- E. Student's word problem makes sense given the constraints set in the blank spaces.
- F. Student appeals for teacher support—either with filling in a missing piece of information or reading the story aloud.

REPRESENTATIONS
- J. Student uses physical objects to represent and solve the problem.
- K. Student makes drawings to represent and solve the problem.
- L. Student writes equations to represent and solve problem.
- M. Student uses a combination of physical objects, drawings, or equations to represent and solve the problem.
- N. Student labels his or her drawing or sum and is able to calculate the correct sum to answer the question.
- O. Student does not calculate either step of the two-step problem correctly.
- P. Student calculates one step of the problem correctly, but makes an error in solving the other step.
- Q. Student calculates both steps of the problem correctly.